

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

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| Your Name | Amy Patterson |
| What is the performance task for your unit? | An advertisement for historical tours |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | Google Earth, laptops |
| Lesson # in which students will create the performance task | Lesson 7 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Research of content | http://www.princeton.edu/~achaney/tmve/wiki100k/docs/European_colonization_of_the_Americas.html This website has a lot of good content about European colonization of the Americas, as well as other topics in the side bar. | I will be providing the content through lessons, but students will also be researching for various smaller projects in class such as presentations and timelines. |
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2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| Searching for photos and graphics | http://www.usa.gov/index.shtml If you search a topic you can then select an images option and use images from the public domain. | When I am explaining copyright and fair use I can show the students how to use this website and then remind them of it during each project. |
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3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Recording a tour in Google Earth | http://www.google.com/earth/index.html This site is all about Google Earth, it's different features, and how to record tours. Students or parents can click around on the site to learn about cool features. | When describing the performance task, I will show the student sample and then explain the basic features of Google Earth and the tour option. Then I will refer students to this website for a few minutes before using a checking for understanding activity. |
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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
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| Exporting | http://www.google.com/earth/outreach/tutorials/kmltours.html This explains the two different file types that Google Earth will generally export as. It also gives some nifty tips and tricks. | I will use this when I am explaining the performance task, at the same time as I introduce the previous link. |
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5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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| Uploading to YouTube or the Google Earth Community | https://support.google.com/earth/answer/181056?hl=en This is the how-to for uploading to the Google Earth community, which is the preferred option. There is also more information about Google Earth and the community in the sidebar for students or parents to explore. | When the students are beginning the performance task I will show them this link. This way, if they forget my explanation, they can refer to this page. I will give an example upload by creating a Google Earth tour in class with the students then sharing it. |
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